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ABSTRACT

The Texas Education Agency's teacher and teacher aide guide for programs for the education of migrant children discusses the Texas Child Migrant Program. A description of the program, its philosophy of migrant education, its definition of a migrant child, and its goals and objectives are presented. The following topics are also discussed in relation to the Texas Child Migrant Program: nonverbal communication, preparations and planning for teachers and aides, teacher-teacher aide interpersonal relationships, ancillary services, parental involvement, the national migrant record transfer system, the eligibility and parental permission forms, the application for ancillary services, and the use of regional education service center consultants. Suggestions for a procedure for oral language programs, for the utilization of teacher aides, and for an in-service training program are presented in the guide. The following programs are described: (1) the Texas Child Migrant program for 4-year-olds, (2) the Migrant Kindergarten Program, (3) the Seven Month School Program, (4) secondary programs for grades 7-12, and (5) various enrichment programs. Also included is a 14-page bibliography listing curriculum materials, testing materials, professional reference materials, and bibliographies and catalogs which are pertinent to the education of migrant children. A related document is ED 049 872. (NQ)

MIGRANT & PRESCHOOL PROGRAMS
TEXAS EDUCATION AGENCY
AUSTIN, TEXAS.
FALL 1972



TEACHER
AND
TEACHER
GUIDE
FOR
PROGRAMS
FOR
THE
EDUCATION
OF
MIGRANT
CHILDREN

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A TEACHER AND TEACHER AIDE GUIDE
FOR
PROGRAMS FOR THE EDUCATION
OF
MIGRANT CHILDREN



Migrant and Preschool Programs
Texas Education Agency
Austin, Texas
Fall 1972

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) non-discrimination in extracurricular activities and the use of school facilities;
- (4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and
- (6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

CONTENTS

Civil Rights Compliance	ii
Definition of a Migrant Child	iv
Philosophy	1
Goals of the Instructional Program	2
Objectives of the Program	3
Texas Child Migrant Program for Four Year Olds.....	5
Migrant Kindergarten Program	7
Seven Month School Program	8
Enrichment Programs	9
Secondary Programs (Grades 7-12)	12
Non-Verbal Communication	12
Suggested Procedure for Oral Language Programs	13
Preparations and Planning for Teacher and Aides	14
Teacher-Teacher Aide Interpersonal Relationship	16
Suggestions for Utilization of the Teacher Aide	17
Ancillary Services	18
Parental Involvement	19
Regional Education Service Center Consultants	20
Suggestions for an In-Service Training Program	21
National Migrant Record Transfer System	22
Eligibility and Parental Permission Forms	24
Application for Ancillary Services	26
Bibliography	28

THE DEFINITION OF A MIGRANT CHILD
United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

PHILOSOPHY OF MIGRANT EDUCATION

The Texas Child Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children; opportunities that will enable each child to function creatively and usefully in dignity and freedom. Each individual has the potential for useful contribution to society and the right to a meaningful educational program that will make provision for his academic, social, physical, and psychological development. Much of the child's success in such a broad and comprehensive program is dependent on the attitudes of parents, educators, and community.

As a result of his mobility and his difficulties in the use of English as a second language or due to his problem with English because of his dialect, the migrant child has need for special help. The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- a program that will help the migrant realize his highest potential, creatively and usefully
- a program that will prepare him to take his place in the mainstream of the educational program.

GOALS OF THE INSTRUCTIONAL PROGRAM

The Texas Child Migrant Program came into being because of the realization that the migrant child needed a creative, unique approach to his educational program. Therefore, certain desirable modifications must take place in the learning environment; modifications which will require changes in administrative and instructional procedures.

The objectives of the migrant program incorporate the goals for Public School Education in Texas as adopted by the State Board of Education October 3, 1970. These goals are relevant to meeting the needs migrant children have in common with all public school children.

In addition, effective change in the instructional program is based on the following goals of the migrant program:

- . The evaluation of the migrant student must precede the design of an instructional program.
- . Adequate provision must be made for development of communication skills, assuring a functional fluency in oral English before beginning instruction in reading English.
- . Techniques of teaching English as a second language should be used as an integral part of the curriculum.
- . As ninety-five percent of the migrant children speak Spanish, bilingual instruction, particularly in the kindergarten and primary grades, should be an integral part of the Child Migrant Program.
- . Learning experiences in school should be related to the child's cultural heritage, to his home environment, and to his experiences during periods of migration.
- . Meaningful learning experiences, both in academic and vocational programs, must be provided for the migrant child. Experiences appropriate for his abilities and aspirations, chronological age, and for his achievement level must be provided.

OBJECTIVES OF THE PROGRAM

The staff of Migrant and Preschool Programs of Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Only migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The basic goal of the Texas Child Migrant Program is the development of a comprehensive and total educational program that will help the migrant realize his highest potential, creatively and usefully and that will prepare him to take his place in the mainstream of the educational program.

For the year 1972-73 these goals will be furthered if the following objectives are accomplished:

- By August 1973 every school district with a migrant program shall have had at least one meeting a month of the parent advisory committee and have had an active part in program planning. Every home of the participating migrant children will be visited by either a teacher, an aide, or ancillary personnel at least once during the 1972-73 school year.
- By August 1973 at least ten selected school districts will have implemented a sophisticated, comprehensive and effective parental involvement program which can be used as models for the other school districts in Fiscal Year 1973-74. A comprehensive parental involvement program includes home visitation, parent education, parent visitation of classrooms, utilization of community resource agencies, recruitment of four year old and kindergarten children, and voluntary parent participation in the classroom activities.
- By August 1973 specific behavioral objectives for oral language, reading, and mathematics will be available to the school districts for the migrant students participating in the Texas Child Migrant Program in grades 1-3.
- By mid-October 1973 the pre-testing will begin utilizing a more realistic instrument based on the previously developed behavioral objectives.
- By September 1973 all summer institutes and state workshops will have implemented a component for the development of the best teaching techniques for migrant classes in the areas of oral language, reading, and mathematics and obtained speakers for self-concept, parental involvement, and individualized instruction.
- By May 1973 forty-seven (47) school districts will have completed a bilingual educational program for four year old migrant children.

- By May 1973 plans will have been developed for a continuing bilingual education for five year olds and older as needed.

The following activities should lead to the completion of the objectives:

- Review and approve Fiscal Year 1972 CASFA applications with the following requirements:
 - .. All school districts must have a parent advisory committee with two or more migrant parent representatives
 - .. All school districts must describe how many and by whom home visits will be accomplished.
 - .. The ten selected school districts for pilot parental involvement projects will need to include:
 1. Home liaison personnel with detailed job descriptions
 2. Parental involvement program descriptions will outline methods of implementing parent education, parent visitation of classrooms, utilization of community resources, recruitment of four year old and kindergarten children and voluntary parent participation.
 - .. All four year old migrant programs will be required to have a state migrant approved bilingual curriculum.
- Review all institute proposals and approve if classes include the development of the best teaching techniques for migrant students in oral language, reading, and mathematics with speakers on self-concept, parental involvement, individualized instruction, and bilingual education.
- Design the state migrant workshops to cover the areas of emphasis-- oral language, reading, and mathematics-- and inform all workshop consultants of our educational objectives.
- Develop for publication behavioral objectives for migrant students in the areas of oral language, reading, and mathematics in cooperation with personnel from LEA's, ESC's, and university professors.
- Study the effectiveness of the four year old bilingual program with the idea of planning the implementation of other bilingual programs for migrant children, K-3.
- Conduct monitoring visits to assure compliance of all of the above activities in addition to other federal and state requirements.
- Communicate regularly and extensively with Regional Service Center Migrant Consultants.

In addition to these activities, the duties and responsibilities of the Migrant and Preschool staff of Texas Education Agency include:

- Assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.
- Staff development programs for personnel in the Texas Child Migrant Program.
- Cooperation with other State Education Agencies in improving educational programs and in developing record transfer systems for migrant children.
- Coordination of the activities of cooperating agencies serving migrant children in the State of Texas.

THE TEXAS CHILD MIGRANT PROGRAM FOR FOUR YEAR OLDS

Program Goals

The Texas Child Migrant Program for four year olds is designed to:

- Establish a cooperative educational venture between the migrant family and the school community
- Identify individual student strengths and weaknesses
- Develop in each child a strong conceptual base for the educational and socialization process
- Develop oral language facility utilizing bilingual teaching-learning techniques
- Provide the health, food, and medical services to meet the needs of four year old migrant children.

Priorities of the Program

The Texas Child Migrant Program for four year olds is designed to accomplish the following general objectives:

- To establish an educational environment in which four year old migrant children are provided opportunities to develop intellectually, socially, physically, and emotionally.
- To provide opportunity for parents of these children to participate more effectively in the school community and to assume more effective responsibility for enhancing the educational and physical development of their children.
- To increase the effectiveness of instructional personnel who work with these children through a parental activities program which will deepen understanding of the special needs and characteristics of the migrant family.

In its broadest sense, education is a lifelong process. Everything the young child experiences and everything that happens to him is a part of his education. Although each age carries with it distinctive characteristics, the early years are by far the most important in his developmental process. During these years, the child develops a concept of himself, a concept of others, intellectual processes, and patterns of feeling and behavior that affect all his later experiences.

The Texas Child Migrant Program for four year olds will help each child:

- . Learn about himself and others;
- . Learn about social relationships;
- . Extend his environmental interaction;
- . Learn to deal with reality;
- . Have creative and aesthetic experiences;
- . Develop motor skills through both large and small muscle activities;
- . Develop language skills;
- . Learn to care for his own bodily needs;
- . Develop habits and attitudes which will enhance favorable adjustment to future educational experiences and human transaction.

More specifically, this project is designed to accomplish these goals:

1. To bring the migrant family closer to the school through a planned parental participation and home visitation program.
2. To provide workshop experiences for parents so they may learn
 - a. how and when to reinforce the child's school learning activities
 - b. how to utilize their home and neighborhood resources to extend the child's bank of conceptual learnings.
3. To provide comprehensive staff development activities designed to foster unity between school and home and which encompass a strong curriculum, recognizing cultural values and language differences.
4. To provide early assessment of migrant children to insure identification of learning, physical, and nutritional needs.
5. To initiate instructional strategies which foster the development of conceptual skills as well as oral language competencies.
6. To provide the migrant child opportunities for developing the ability to use language as a tool of thought as well as a means of communication.
7. To provide opportunities for migrant children to develop the ability to identify, describe, classify, and categorize objects.
8. To begin an early enjoyable association between migrant children and the world of books.
9. To help migrant children make the transition from a home environment in which Spanish is the predominant language to

the English-dominant school environment, utilizing effective bilingual communication which will assist the child in mastering both Spanish and English.

- b. To provide migrant children with ample opportunities for oral expression, whether in Spanish or in English.
11. To insure that nutritional problems do not interfere with the learning process by providing snacks and a lunch during the school day.

MIGRANT KINDERGARTEN PROGRAM

Migrant kindergarten units (5 year olds) will not be funded separately as in previous years. The migrant kindergarten child does not need to be served with a supplementary educational program in order to meet funding requirements since the kindergarten curriculum meets the definition of a supplementary program. Supplementary funds will be available for the migrant children in those classrooms for clothing, food, medical expenses, materials, teacher aide services, etc.

Migrant children five years 0 months through five years 11 months qualify for the Minimum Foundation Program Kindergarten. Since migrant children will be a part of the Minimum Foundation Program classroom, the number of children in the class shall not exceed 30. The kindergarten child must be served in an educational program that has the same hours as the primary school day in order to receive full funding. If the program is run on a half-day basis, the funding will be prorated accordingly.

Teacher Aides

During the time that preschool aides are not assisting the teacher they should engage in duties as outlined in the section of the Teacher and Teacher Aide Guidelines entitled "Preparation and Planning for Preschool Teacher Aides."

The salary rate of \$3,000 for first year teacher aides will be earned only if they are employed for the full ten months, 190 day term. Teacher aides with one year tenure will earn a salary rate of \$3,150 only if they are employed for the full ten months, 190 day term. The teacher aide must be utilized only in those classrooms that have the highest concentrations of migrant children with first priority given to those classrooms with 100% migrant enrollment.

Facilities

If a school district has constructed a migrant kindergarten building under Fiscal Year 1968 funding, 100% migrant kindergarten children or 100% migrant four year old children must be enrolled in all such classrooms. Under no circumstances can the Fiscal Year 1968 migrant preschool classrooms be used for any classes (Title I, Remedial, Vocational, Bilingual, Minimum Foundation preschool, etc.) other than 100% four year old or kindergarten classes.

Food Services

Every child in this program must receive a free hot lunch and at least one snack every day.

Health Services

Physical examinations for migrant kindergarten children are required and necessary for their well-being and educational preparation. If students have been enrolled in the migrant four year old program a physical examination the following year is not mandatory, but each child should be screened by the nurse. Existing health problems should be given prompt attention with available migrant funds or through local cooperating agencies.

SEVEN MONTH SCHOOL PROGRAM

Several districts in the Texas Child Migrant Program participate in the Seven Month School Program that is specially funded by the Minimum Foundation School Program. The school districts in this program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in the latter part of April, thus they are not able to begin or to complete the regular ten month school session.

To compensate for the inability of migrant children to attend school the entire ten month term, a special seven month school year is operating in the various districts. This type of school operates for a minimum of one hundred and thirty-five (135) instructional days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional ten days for preparation and inservice.

A special teacher allocation formula under the Minimum Foundation School Program is used to assure that these classrooms do not become overcrowded during peak enrollment periods. This formula allocates teachers on the three peak reporting periods rather than the usual six reporting periods. This assures that the maximum number of teachers are available when the greatest number of children are in school.

It is necessary that the migrant children in this program be grouped together in separate classrooms or on other campuses. This allows for all the children to begin and end the school year at the same time. The teacher is also able to concentrate on using special instructional methods and techniques that attach the unique educational problems of migrant children. This type of organization also allows for proper reporting in order that the peak load formula can be utilized. Proper placement of students within their own age group is extremely important. When possible the migrant children should participate with non-migrants in such activities as art, music, physical education and field trips.

ENRICHMENT PROGRAMS

Each school district that participates in the Texas Child Migrant Program must provide supplementary educational services to a number of migrant children that is commensurate with the number upon which the maximum grant is based. There are various ways that these supplementary services can be provided. The various plans that school districts may employ are discussed below.

Each school district should review its own situation and after consideration of factors involved develop a program that conforms to one or a combination of these plans.

I. Extra Services During Day

Personnel may be employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children. These activities should be primarily in the area of language arts with the emphasis on oral language development. Other subject matter areas may be utilized in these plans, depending on the identified needs of the children, and only after oral language development has been provided. In these plans, the migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. Ancillary services are provided with either Title I Regular or Title I Migrant funds for migrant children as needed.

A. Supplementary Teacher in a Classroom (Resource Teacher)

A classroom containing appropriate materials and equipment is provided a teacher employed with Title I Migrant funds. This teacher should be specially trained in the area of language arts with emphasis in language development. If possible, a full-time teacher aide will work with the teacher.

During the day, migrant children identified as needing special work in English communication skills come to this classroom for one period. Based on identified needs, the teacher provides appropriate special instruction for these children. This instruction should be aimed at alleviating identified deficiencies and in no way should it be the same type of instruction the children are getting in the regular classroom.

The pupil-teacher ratio for these classes should never exceed fifteen (15) to one (1). Children with like difficulties should be scheduled into the supplementary class at the same period. It is not necessary that grade level or classroom distinction be maintained when scheduling children. Supplementary classes should not be scheduled in lieu of regular language arts activities. The schedule should be so coordinated with each regular classroom teacher so that when children are in a supplementary class, they are not missing major presentations in the regular classroom.

B. Circulating Supplementary Teacher

A language arts teacher is employed with Title I Migrant funds. This

person should be specifically trained in the area of language arts with emphasis in language development. She must also be able to work with other teachers because of the necessity for coordination between teachers inherent in this plan.

The classrooms with high concentrations of migrant children are identified and the schedule is constructed so that the supplementary teacher can work with those classes at least one period a day. This teacher will circulate from classroom to classroom and work with each regular classroom teacher in a team teaching type situation. The schedule for each classroom should be structured so that the supplementary teacher is scheduled in the classroom during the language arts period. The resource teacher will take the group of migrant children into one section of the room to work on specially designed activities while the regular classroom teacher conducts the language arts class with the remainder of the children. This provides a resource teacher to work with small groups of migrant children for at least one period each day.

When implementing this plan, it is necessary that the supplementary teacher and the regular classroom teacher confer and plan extensively together. The activities that the teachers conduct in the same classroom must be compatible and should be correlated as much as possible.

C. Providing Additional Services with Teacher Aides

Teacher aides who have special training (i.e., college course work, Migrant and Preschool Programs sponsored institute, local staff development) in the area of language arts and any other content area where they will be used, may be used in a quasi-instructional role to provide more individualized instruction for migrant children by helping to reduce the teacher-pupil ratio during language arts.

The teacher aide must be utilized only in those classrooms that have highest concentrations of migrant children. The classroom teacher may group the children so that the aide can work with the same groups every day, but should plan so that each child receives about the same amount of instruction by the teacher. The situation may indicate the need for the teacher aide to be in classrooms of highest concentrations of migrant children for more than the language arts period, but this will vary from campus to campus.

Activities to be conducted by teacher aides cannot be those that introduce or initiate concepts. The teacher aides may not conduct any other teaching activity, but may be used only to expand upon or reinforce, through teacher planned activities, concepts that were presented by the teacher. The teacher aide is not to assume the role of the teacher.

This structure necessitates extensive planning by teachers and regularly scheduled teacher-teacher aide conferences. The activities that the teacher aide will conduct should be planned in detail by the teacher and thoroughly understood by the teacher aide before the activities are used with children. The aide should have an understanding of the objectives of the activity and the desired outcomes.

II. Extended Day

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Interested and highly competent teachers are employed from Title I Migrant funds for this extra hour and are assigned classes of migrant children not to exceed fifteen (15) in number. Assignment of children to classes should be based on factors such as interests, fluency in English, and conceptual development rather than age or grade placement.

This extended hour should be devoted primarily to oral language development. The teacher should plan interesting and new instructional activities that provide opportunities for migrant children to use and develop their fluency in English. The instructional activities should, as much as possible, be different from those activities that they participate in during the day, and the basal texts should not be used. Consideration may be given to other subject matter areas such as mathematics from time to time, but the primary emphasis should be in language development.

It is recommended that a snack be provided for the children at the beginning of the extended hour. This provides an opportunity for the children to relax and to be as refreshed as possible for the instructional activities that will follow. Ancillary services may be provided for the children during the regular day as needed.

Personnel who work during this extended hour should be paid in accord with the district's salary schedule for such overtime duties. Districts must be assured that teachers who receive payment for these overtime duties work the entire Minimum Foundation Program day. For the extended day assignment, teachers must be appropriately certified by Texas Education Agency.

III. Separate Migrant Classrooms - Non-Graded

Classrooms that contain only migrant children may be provided on a self-contained basis. The organizational structure of this plan is that of non-graded. The pupil-teacher ratio of these classes is not to exceed twenty-two (22) to one (1), and it is recommended that each of these classes have a full-time teacher aide.

School districts that select this plan may use Title I Migrant funds to employ classroom teachers for the program. The district must also use the Minimum Foundation Program Classroom Teaching Units earned by the migrant children who participate in the program to teach migrant children in this plan. The combination of Title I Migrant funds teachers and Minimum Foundation Program CTU's will provide for reduced teacher-pupil ratios for the children. For example, one hundred and twenty (120) migrant children will earn three (3) CTU's for the coming year if late entry and early withdrawal occurs frequently. The school district may use these three (3) CTU's and employ three (3) teachers from Title I Migrant funds to provide six (6) teachers for the children in a non-graded structure.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children. It may not be feasible to provide the same program for all migrant children because of factors involved such as availability of personnel or length of bus route. In such instances, combinations of the available plans would be encouraged.

SECONDARY PROGRAMS (Grades 7-12)

Enrichment programs may be implemented at the secondary level to meet the needs of the migrant students. Resource teachers may serve the migrant student in a supplementary class and this period must be in addition to the regular language arts or mathematics class. Students with an activity period, study hall or electives can be scheduled in a supplementary class.

Other types of programs include a team-teaching situation in which migrant students are served on a small group basis after receiving the regular instruction with the regular classroom teacher.

In the tutorial program students are tutored in groups according to need providing academic support. Groups to be tutored should not exceed five.

It is essential that the teachers of these programs funded with Title I Migrant monies must serve only migrants. Grades are not to be given the students for participation in these classes. The kind of instruction in these migrant classrooms should be unique, innovative and dynamic and not duplicate the regular classroom activities.

NON-VERBAL COMMUNICATION

A major aim of the Child Migrant Program is to equip the child with the skills he needs to communicate effectively. The language arts program deals with verbal communication, but many children find it easier to express themselves non-verbally in such socially acceptable forms as facial expressions, art, music, dance, and drama. At times the child resorts to socially unacceptable forms - temper outbursts, crying, and misbehavior, and the teacher must be able to look behind such actions for their cause. Through empathy he is better able to understand the child's actions and to allow him to experiment with his feelings while helping him to avoid an unhealthy sense of guilt.

Thus, the effective teacher provides opportunities for the child to use a variety of expressions. Using empathic responses, he helps the child understand the actions that are undesirable. Such acceptance allows the child to feel that he is a unique individual, of value and worth, both to his teacher and to his peers. The feelings which the

child acts out in creative processes and evinces in various non-verbal responses are often the result of only partially understood ideas which he cannot yet express verbally.

The teacher must then learn to observe body movements, gestures, and emotional reactions and so adapt the classroom procedures, realizing that the child, like the teacher himself, feels, reacts, and understands within the framework of his past experiences.

The sensitive teacher will also be aware that his own non-verbal communication--his physical movements, his facial expressions, his eyes or his touch--can help the child feel secure and accepted. Empathy and discovering different new procedures in human relationships enable the teacher to develop and protect channels of communication, both verbal and non-verbal, providing a sound foundation for the child's educational and personal growth.

SUGGESTED PROCEDURE FOR ORAL LANGUAGE PROGRAMS

Many administrators when beginning a new program or assigning a new teacher to the supplementary language arts program often find a need for an established procedure to follow. These suggestions are made for resource teachers who want to plan supplementary classroom activities which are suitable for the migrant student.

1. Give each migrant child (grades 2-8) a diagnostic reading inventory or an oral language inventory designed especially for migrant students at the beginning of the school year. (See the migrant consultant of the Education Service Center in your region.)
2. Interview each student in order to establish a knowledge of his background and personal interests and goals. This is also an excellent time in which to discuss the results of his tests and his reading needs.
3. Write down in the student's permanent file the academic skills he can and should accomplish before the end of the semester and year. These should be stated as behavioral objectives.
4. Group children together who have similar needs and strengths whenever possible.
5. Develop an instructional program which will strengthen the child's language abilities, utilizing the knowledge of his interests and goals as well as his reading or language weaknesses. The migrant region center personnel are available for assistance.
6. Research and organize materials and programs which are best suited for these reading or language groups.
7. Re-evaluate each student's behavioral objectives periodically in view of his daily progress.

8. At the end of the semester and year, review the behavioral objectives with the child, discussing what he has accomplished and the areas that still need strengthening.

PREPARATIONS AND PLANNING FOR TEACHERS AND AIDES

With the recognition of the urgency of the problems of educating the migrant child has come the realization of the importance of the early childhood years. The preschool now stands as one of the major contributions to the education of the child who enters school speaking a language other than English.

So great is the value attached to the preschool that many teachers and aides will be beginning their school assignment before the migrant children return to Texas. Those same teachers and aides will continue their school assignment after the children leave for another migration.

Listed below are many pertinent and relevant activities which the teacher and aide can engage in prior to the child coming to school. These suggestions may be adapted for different grade levels and can be coordinated with the instructional materials or curriculum adapted to that particular classroom.

- I. Checking and Studying Professional Literature on Child's Behavior
- II. Setting Goals
- III. Planning for Evaluation
- IV. In-depth Planning with the Aide
- V. Studying Selected Language and Other Content Area Materials
- VI. Planning Curriculum -- Units and Daily Lessons (The Bilingual Approach should be utilized if possible.)
 - A. Language
 1. Methods and techniques
 2. Content to be included
 3. Materials to be used
 - B. Arithmetic Unit
 1. Concepts to be developed
 2. Materials needed
 3. Techniques for presentation
 - C. Science Units and Science Center
 1. Concepts to be developed
 2. Selection of animals
 3. Plans for seasons of year
 4. Selection of plants and seeds
 5. Plans for simple experiments
 - D. Social Studies
 1. Concepts to be developed
 2. Materials needed
 3. Time to be allotted
 4. Methods and techniques
 - E. Self-concept Development
 - F. Art
 - G. Music

- H. Literature
 - I. Physical Education
- VII. Consulting with other Preschool Teachers or with Supervisor
- VIII. Attending Workshops and Inservice Training (both teacher and aide)
- IX. Recruiting Students
- X. Plans for Home Visitation
- XI. Plans for Field Trips
 - A. Contacting resource people
 - B. Administrative approval for field trips
 - C. Preparing parental permission forms
 - D. Suggestions for trips
 - 1. A walk around the school
 - 2. Visit to business section of town
 - 3. Visit to fire station
 - 4. Visit to park
 - 5. Visit to airport
 - 6. Visit to supermarket
- XII. Developing Folders for Each Child
 - A. Samples of child's work
 - B. Inventory list
 - C. Evaluation information
- XIII. Preparing Inventory of New Materials
- XIV. Use of Tape Recorder
 - A. Taping stories correlated with units to be introduced
 - B. Learning songs and music for presentation to class
- XV. Selection and Preparation of Pictures
 - A. Laminating
 - B. Framing
 - C. Pictures that illustrate ideas presented in the lessons
 - D. Use in story telling
 - E. Use in conversation
 - F. Use in oral language
- XVI. Art Supplies
 - A. Cutting paper
 - B. Modeling clay
 - C. Large crayons
 - D. Brusher
 - E. Scissors
 - F. Box of odds and ends
- XVII. Arranging Room
 - A. Checking all utilities
 - B. Arranging for repairing and cleaning furniture
 - C. Repairing broken toys -- painting
 - D. Arranging for washing and ironing doll clothing
 - E. Checking lighting
 - F. Arranging shelves for children
 - G. Arranging storage area for coats
 - H. Arranging interest centers, leaving play areas open
 - I. Checking lavatories
 - J. Checking for paper towels
 - K. Arranging storage cabinets or shelves
 - L. Planning and arranging bulletin boards
- XVIII. Checking Outside Playground
- XIX. Other Materials and Equipment
 - A. Becoming acquainted with audio-visuals
 - B. Researching materials available in school

TEACHER-TEACHER AIDE INTERPERSONAL RELATIONSHIP

Teachers and teacher aides should have an understanding of their roles in the education of the migrant child. It is essential for the teacher and the aide to develop a harmonious working relationship in order that their tasks be successfully accomplished. It is necessary for teacher and teacher aide to respect the rights of each other, as leader and as paraprofessional, in order that valuable rapport be established.

The role of an aide is one of helping the teacher with the children's process of personal development. This role involves a positive attitude toward the worth of the individual that will permeate all interactions with children. The teacher and the aide must work and plan together in order to obtain a better understanding of the cultural background of the children and the problems that persist in the school. While planning the daily classroom schedule, the teacher must encourage the aide to help find new workable techniques that will enhance the instructional program. This can be done by daily meetings in which the teacher explains the goals and objectives of the lesson to the aide.

The teacher and aide should be aware of their roles as well as being cognizant of each other's responsibility. In working with the teacher, the aide must remember that the teacher is in charge of the classroom; therefore, he should be able to follow directions and to accept constructive criticisms, but the aide should be given some opportunity to show initiative and offer suggestions in the performance of duties. He should realize, however, that the teacher must make the final decision.

School-community relations can be strengthened when the teacher and the aide gain support for the school by helping parents and other citizens understand the objectives and activities of the migrant school program. Many people who would not listen to teachers will listen to aides because of the closer rapport between the aide and the community. Aides are in a unique position to serve as a link in establishing better communications between the school and the community. As paraprofessionals they are closely allied with the professional personnel; as citizens of the community they are closely allied with other members of the community. Frequently the aide, with help of the teacher, is able to gain the trust of parents and change hostile parents into enthusiastic supporters of the school program by working with them informally. The aide should keep in mind that the principal is administratively responsible for the school. If problems arise between aides and teacher, they should be discussed with the teacher before being presented to the principal. A high standard of ethics should always prevail in and outside the classroom between teacher and teacher aide.

Time should be scheduled to allow teacher - teacher aide conferences. It is recommended that the 45-minute planning period as required by state law be utilized for these conferences. Such conferences will allow maximum coordination and utilization of both the teacher and the aide.

The teacher should always provide the teacher aide with every opportunity for professional growth. Specific suggestions for professional growth should include:

- . Observing the teacher in the classroom
- . Reading literature on child development, on the disadvantaged child, and other topics related to his work
- . Attending inservice programs specifically designed for aides
- . Attending college programs specifically designed for aides
- . Taking regular college courses
- . Attending inservice programs with teachers

SUGGESTIONS FOR UTILIZATION OF THE TEACHER AIDE

It should be noted that a teacher aide should at all times be under the direct supervision of a certified teacher. It is important that the teacher aide not be utilized as a substitute teacher unless such person is qualified and as such should receive full substitute teacher pay.

- I. Semi-Instructional
 - . Daily conferences with teacher
 - . Supervise seatwork
 - . Supervise free reading
 - . Read stories aloud to groups or individuals
 - . Listen to oral reading
 - . Mark papers with aid of key
 - . Aid in drills
 - . Help students to understand directions in study books, study helps, and other books or papers
 - . Help supervise directed play activities
 - . Review previously taught skills
 - . Set up and help supervise listening stations
 - . Supervise group activity at chalk board
 - . Instruct children on proper use and safe handling of tools
 - . Help students with make-up work
 - . Assist substitute teacher
 - . Collect and return assignments
 - . Drill children who need additional practice after the teacher has established a pattern structure
 - . Give individual help to student at request of teacher
 - . Work with small groups to emphasize or establish skills taught previously by the classroom teacher
- II. Clerical Duties
 - . Compile material in permanent folder
 - . Post grades on permanent record cards, grade books, and report cards
 - . Maintain a folder of representative work for each pupil
 - . Type stencils and master carbons
 - . Operate duplicating machine
 - . Distribute supplies
 - . Distribute notices
 - . Inventory of classroom textbooks and library books

- . Order supplies
- . Write assignments on board
- . Collect lunch money, P.T.A. dues, picture money, Red Cross money, etc.
- . Check roll

III. Monitorial Duties

- . Supervise clean-up time
- . Operate duplicating machine
- . Operate audio-visual equipment
- . Set up and dismantle displays and demonstrations
- . Keep equipment and materials clean and in operating condition
- . Prepare charts
- . Cafeteria supervision and assistance of students
- . Playground supervision under direction of teacher
- . Bus supervision under direction of teacher
- . Small group supervision
- . Hall and campus duty
- . Supervise rest periods and rest activities
- . Help children arrange bulletin boards

IV. Routine

- . Room health check: hair, hands, fingernails, etc.
- . Help students with wraps
- . Assist in processing students for visual, hearing, and dental screening and inoculations
- . Run errands

ANCILLARY SERVICES

Ancillary services are of vital concern to the success of a migrant program. Economic and health deficiencies are factors causing many of the existing educational problems of the migrant students. Therefore, the primary objective, to educate the migrant child and develop his potentials to the maximum, depends upon the use of ancillary services needed by the children.

One of the leading problems that schools encounter with economically deprived students is the high incidence of illnesses which affect a student's achievement performance. Physical examinations should be given early in the school year to detect and eliminate hindering health problems. Qualified personnel, such as medical doctors, dentists, registered nurses, and others, should be employed to provide these needed health services. Follow-up health care is a necessary part of the medical services for migrant students requiring assistance.

All migrant children participating in a supplementary educational program identified as having nutritional deficiencies and needing food services should be provided a free noon meal. If needed, a snack should also be provided.

For the students who are in need, proper clothing should be provided to help alleviate some of the feelings of inferiority and help improve self-concept.

Equally important is the need to establish a strong home-school relationship. The teacher, visiting teacher, nurse, and home-school liaison personnel should coordinate their efforts in the interest of the child, school, and home. Making home visitations at the beginning of the program will establish a better understanding with a stronger resultant working relationship between home and school. Through genuine and sincere interest in the problems of the student, the personnel involved in ancillary services will obtain the parents' assistance to help reduce truancy and behavioral problems and to improve the child's attitude and achievement.

PARENTAL INVOLVEMENT

Parental cooperation with the school is extremely important to the effectiveness of the educational program in meeting the needs of children. Migrant parents can help to support the school in its effort to educate their children and the school must make an effort to work with the parent in informing them in the importance in education. Finding ways and means to educate these children needs to become a challenge to the parents just as it is to the personnel. Not only should the goals of the parents for their children complement those of the school, but the goals of both of these basic institutions which are exerting such a tremendous influence on the development of the child should reinforce each other. The primary responsibility for initiating good relations between the school and the home rests with the school personnel; however, the parents, too, can contribute to the school through their interest and cooperation. Attitudes are improved and understanding is increased as a result of informed interaction among the children, their parents, and school personnel.

Guidelines for involving parents of the migrant children in the school program are:

- An advisory committee representing parents of the students being served must be organized as required by the Consolidated Application for State and Federal Assistance. This committee should meet at least once a month or more frequently if possible. The advisory committee for the migrant program and Title I program may be combined as long as there are at least two migrant parent members. The parental involvement personnel should be a member of the committee to facilitate its operation.
- Principals, counselors, nurses, visiting teachers, and classroom teachers must combine their efforts to help these parents become more effective in dealing with their children's educational problems.
- Home visitations can be very helpful in establishing rapport with the migrant community. Preparations have to be made prior to making home visits. It is well to remember that home visits can be invaluable in establishing good relationships between parents and the school, but if not carefully planned they may further alienate the parents. Some considerations while conducting home visits are:

- . be practical, informal, pleasant, and warm
 - . comment on educational materials - TV and books
 - . invite the parents to visit the classroom
 - . increase parental awareness community resource agencies available
 - . be careful not to make promises which cannot be fulfilled or statements which cannot be supported
 - . learn about the student's home environment for a better understanding of his needs.
- . Small group meetings should be held for parents because they are reluctant to accept the usual invitations to visit the school or to attend a Parent-Teacher Meeting.

The success of a program for parental involvement depends greatly upon the personalities of the school staff working in the program. The staff members should be knowledgeable in human relations. Just as teachers are expected to allow for individual differences in planning an educational program for students, it is essential to allow for individual differences in working with parents. It should be remembered to extend to all parents a sincere welcome, help them to feel important, and let them know their help is needed.

REGIONAL EDUCATION SERVICE CENTER CONSULTANTS

Migrant consultants employed by the Education Service Centers will work with Local Education Agencies primarily in the two areas of staff and program development. They may offer technical assistance in the implementation of programs at the local level, in the mechanics of the record transfer system, and in the development of community awareness programs.

Central to the consultant's work is classroom visitation within the schools participating in the Texas Child Migrant Education Program. The primary purpose of classroom visitation is to give the consultant the opportunity to become aware of the total instructional program and to establish rapport with the teachers. The consultant needs to look at the physical facilities, the instructional program in action -- materials available and used, classroom organization, scheduling and planning and the overall program design. Such a survey helps the consultant plan for the most efficient mode of staff development program to meet the specific individual and group needs within the local district.

Staff development activities may include local and area workshops as well as work with individual teachers on specific projects. Teachers will be encouraged to practice methods and techniques introduced in the laboratory segments of staff development activities and to develop a plan for implementing those techniques pertinent to their specific teaching assignments. Follow-up by the consultant through observation and consultation with those teachers involved in the staff development activities will provide the feedback on which adjustments and modifications in program, method, and/or materials may be based.

The consultant may provide direct assistance to the Local Education Agency in the development of the Migrant education program within the district. The consultant may advise with the local personnel on planning, implementation, and evaluating the program and on such related aspects as personnel requirements, utilization of aides, promising curricula and materials, scheduling, etc.

In addition, the consultant may help school personnel plan and implement the community awareness and parental involvement programs which play such an important part in the success of migrant education programs.

The consultants will provide assistance to the Local Education Agency in securing the district's participation in the National Migrant Record Transfer System as the need arises.

From time to time, the consultant may provide technical assistance to school personnel in the completion of the Migrant Program Section on the Consolidated Application for State and Federal Assistance and in the implementation of the administrative guidelines as they relate to the current migrant education program.

While the scope of the consultants' work may vary from region to region and district to district, the working relationship to local school administration will remain constant. In all cases the consultant will inform the superintendent or his designated representative of the purpose of visitations, observations, suggested follow-up steps and final outcomes. The consultant will confer with administrators in determining the most advantageous use of consultant time within the district and in planning for the implementation of the inservice training design for those teachers participating in the migrant program as well as for those teachers who have a high percentage of migrant children in their classrooms.

SUGGESTIONS FOR AN INSERVICE TRAINING PROGRAM

Understanding of the Spanish-speaking child and his culture varies greatly. Some teachers have been teaching Spanish-speaking children for many years, whereas other teachers are teaching these children for the first time. A portion of the teachers are native Spanish-speakers while others are native English-speakers who have studied the Spanish language and lived among the people. Still others come with backgrounds that imparted a limited understanding of the migrant child, his language, and his culture.

The majority of the teachers have been trained in programs that did not incorporate specialized training in identifying and meeting the special needs of migrant children. Therefore, it is important that inservice training programs be developed at the local level to strengthen personnel and improve program effectiveness. Suggested topics for inservice programs are:

- understanding the migrant child and his culture
- developing diagnostic and evaluative techniques
- utilizing linguistics in the day-to-day teaching of English as a

second language

- . teaching English as a second language by using substitution drills, directed dialogues, question responses, transformational grammar, and vocabulary development
- . developing competencies in bilingual education
- . using literature, music, art, games and physical education to develop oral language
- . identifying problems in English intonation, pitch, and juncture encountered by students
- . adapting existing materials to the teaching of English as a second language or dialect
- . operation and utilization of audio-visual equipment
- . developing teacher-made materials that will provide sequential learning situations for the child
- . developing strategies for questioning
- . developing role-playing techniques
- . evaluating students' progress in oral English
- . developing new methods and techniques for teaching migrant children
- . exploring the relationship between teacher attitude and pupil achievement
- . planning appropriate instructional units.

Inservice training programs should be planned to accomplish a definite purpose and to fit the needs of the participants. They should follow some sequential order and should be scheduled periodically, taking into consideration the responsibilities and the time of the persons who are to attend. It is suggested that schools schedule inservice training programs such that released time is provided teachers for a part of the program.

In staffing an inservice training program, the following resources are suggested:

- . trained and qualified local personnel
- . education service center personnel
- . Texas Education Agency consultants
- . college and university personnel
- . qualified personnel from other school systems.

NATIONAL MIGRANT RECORD TRANSFER SYSTEM

School districts participating in the Child Migrant Program are under obligation to participate in the National Record Transfer System. The school procedures for the National Record Transfer System consist of:

Enrollment Information

1. If the student has no transfer record at the Texas school, the school will prepare an enrollment procedure form and send it to the terminal operator.
2. If the school has a transfer record, complete the school data line with date of enrollment and the two parent lines of data

on the transfer record. Circle the new data in red and send it to the terminal operator.

Update Information

3. Enter updated data on the file copy. Circle new data in red. Send one copy to the terminal operator and keep the other two copies in the file until a new copy of the record arrives.

Withdrawal Information

4. Pull file copy. Enter all withdrawal information on transfer record. Circle attendance data in red. Send to terminal operator.

Termination Information

5. Write "termination" across the transfer record. Detach one copy. Send to terminal operator. Place remaining copies in file until new transfer record arrives.

Correction Information

6. When you receive a new transfer record, pull the corresponding file copy and check the new data against your intended change. If the new copy is correct, place it on file and dispose of the old transfer record. If the new data is not correct, make the correction in red on the new copy. Detach one copy and send it to the terminal operator. Place remaining two copies in the file and dispose of the old transfer record.

When one Enrollment Procedure Form or transfer record is ready to be mailed to the terminal operator, do not hesitate to send it by itself. The time involved in waiting for a large number of forms and records to be ready to send may cause a backlog for the terminal operator and in turn delay your receiving the new records.

Participating school districts should realize the importance of the Record Transfer System and make it an integral part of their migrant program. Future allocations may be based on the number of migrant students enrolled through the National Record Transfer System. It is strongly recommended that the operation of the National Record Transfer System be the responsibility of one person in order to assure consistent and competent recordkeeping.

INDEX OF FORMS

The forms on the following pages are suggested forms developed by the Migrant and Preschool staff to give the local education agency an idea of what information is needed. A school district may combine or adapt the forms to suit the local need.

The most important item to remember on the eligibility form is that it indicates where the child migrated to or from and that the form indicates that the parent was involved in agriculture or a related food processing activity.

PUBLIC SCHOOLS
Certificate of Pupil Eligibility
TEXAS CHILD MIGRANT PROGRAM (SEVEN MONTH PROGRAM)
School Year _____

Name of Child: _____
Last First Middle

Birth Date: _____ Age September 1 _____
Month Day Year

Grade: _____

I certify that the above named child moved with me from _____,
City

_____, to _____,
State City State

between September 1, 1971, and August 31, 1972, while I was employed
in agriculture or a related food processing activity. My child has
my permission to attend the Seven Month Program at _____

_____, Name of School
this school year of 1972-73. I understand he (she) will attend classes
which are exclusively for migrant children.

Signature of Parent or Guardian

Street Address

Date

Certificado de Participación

Nombre del estudiante _____

Fecha de Nacimiento _____ Edad (1º de septiembre) _____

Grado _____ Mes Día Año

Certifico que el (la) estudiante en referencia me acompañó de _____,
Ciudad

_____, a _____,
Estado Ciudad Estado

entre las fechas del 1º de septiembre de 1971 y el 31 de agosto de
1972 mientras que yo trabajaba en agricultura or trabajos relacionados.
Damos permiso que se matricule en el programa de siete meses. Enten-
demos que el programa será exclusivamente para niños migrantes.

Nombre de padre o guardián

Domicilio

Fecha

PUBLIC SCHOOLS
Certificate of Pupil Eligibility
TEXAS CHILD MIGRANT PROGRAM
Enrichment Program
School Year _____

Name of Child: _____
Last First Middle

Birth Date: _____ Age September 1 _____
Month Day Year

Grade: _____

I certify that the above named child moved with me from _____,
City

_____, to _____,
State City State
between September 1, 1971 and August 31, 1972, while I was employed
in agriculture or a related food processing activity. My child has
my permission to attend the enrichment classes and activities of the
Texas Child Migrant Program at the _____ school.

Signature of Parent or Guardian

Street Address

Date

Certificado de Participación

Nombre del estudiante _____
Apellido Nombre

Fecha de nacimiento _____ Edad (1º de septiembre) _____
Mes Día Año

Grado _____
Certifico que el (la) estudiante en referencia me acompañó de _____,
Ciudad

_____, a _____,
Estado Ciudad Estado
entre las fechas del 1º de septiembre de 1971 y el 31 de agosto de
1972 mientras que yo trabajaba en agricultura o trabajos relacionados.
Doy permiso que asista a las clases y actividades que enriquecen la
educación de mis hijos en el Programa de Texas para Educar a los
Niños Migrantes.

Nombre de padre o guardián

Domicilio

Fecha

29

PUBLIC SCHOOLS
APPLICATION FOR SERVICES AND/OR ITEMS
(Health, Food, or Clothing)
TEXAS CHILD MIGRANT PROGRAM
School Year _____

In order that your child receive the service and/or items listed below to be provided by the above school, it is necessary for you to provide the following information and give your full permission by signing this request.

STUDENT'S NAME _____ DATE _____

PARENTS: Father _____
(Guardian)

Mother _____

Address _____ PHONE _____

PRESENT EMPLOYMENT:

Father _____ Address _____

Mother _____ Address _____

<u>NAMES OF CHILDREN IN SCHOOL:</u>	<u>SCHOOL</u>	<u>NAMES OF CHILDREN UNDER SCHOOL AGE</u>
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SERVICE AND/OR ITEMS REQUESTED:

I authorize/request the above service and/or items

Signature of Parent or Guardian

FOR SCHOOL USE ONLY

Person making home visit _____ Date _____

RECOMMENDATION AND COMMENTS:

AUTHORIZATION: _____
Director of Program Date _____

 ESCUELA PUBLICA
 SOLICITUD DE AYUDA
 (Médica, Comida, o Ropa)
 PROGRAMA PARA NINOS MIGRANTES
 Año Escolar _____

Para que su hijo (hija) pueda recibir la ayuda anotada abajo por intermedio de la escuela, es necesario que nos de la siguiente información y su permiso con su firma en esta solocitud.

NOMBRE DEL ESTUDIANTE: _____ FECHA _____

PADRES: Padre _____
 (Guardián)
 Madre _____

Domicilio _____ TELEFONO _____

TRABAJO ACTUAL:

Padre _____ Dirección _____

Madre _____ Dirección _____

NOMBRES DE HIJOS EN LA ESCUELA	ESCUELA	DE EDAD PARA LA ESCUELA
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

AYUDA SOLICITADA: _____

Autorizo/Solicito la ayuda anotada.

Fecha _____ Firma del Padre o Guardián _____

SOLAMENTE PARA LA ESCUELA

La Persona Visitando el Hogar _____ Fecha _____

RECOMENDACION Y COMENTARIOS:

AUTORIZACION: _____
 Director del Programa _____ Fecha _____

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California Test Bureau. Common Concepts Foreign Language Test (English, Spanish, French or German.) Level 6 to adult.

The Allington Corporation. Dailey Language Facility Test. Level age 6 to Adult.

The Psychological Corporation. The Davis Reading Test (8 Forms). Level Grade 8 to Adult.

California Test Bureau. Diagnostic Reading Scales. Level Grade 1 through 8.

Harcourt, Brace and World, Inc. Durrell Analysis of Reading Difficulty. Level Grade 1 through 6.

Teachers College Press. Gates-Macginitie Reading Tests. Level Grade 2 through 9 (by 2 grade levels).

The Bobbs-Merrill Company. Gilmore Oral Reading Test. Level Grade 1 through 8.

The Bobbs-Merrill Company. Gray Oral Reading Test. Level Grade 1 through 12.

Harcourt, Brace and World. Iowa Silent Reading Test. Level Grade 4 through college.

National Textbook Corporation. Rapid-Test Vocabulary Game. Any level.

The Psychological Corporation. Wide Range Vocabulary Tests. Level grade 3 to Adult.

Educational Services. CELT (A Comprehensive English Language Test for Speakers of English as a Second Language.)

C. INTELLIGENCE AND GENERAL ABILITY

The Psychological Corporation. Chicago Non-Verbal Examination. Level age 6 to Adult.

Houghton-Mifflin Company. Iowa Every-Pupil Test of Basic Skills. Level Grades 3-9.

Houghton-Mifflin Company. Lorge-Thorndike Intelligence Test (Verbal and Non-Verbal Forms). Level Age 6 to Adult.

The Psychological Corporation. Otis Quick Scoring Mental Ability Test. Level Age 6 to Adult.

Science Research Associates, Inc. SRA-Pictorial Reasoning Test. Level Grades 9 to Adult.

The Psychological Corporation. DAT - Differential Aptitude Tests. Level Junior High and Senior High School.

Educational Testing Services. SAT - Scholastic Aptitude Test.

The Psychological Corporation. Wechsler Adult Intelligence Scale - WAIS. Level Adult.

D. ACHIEVEMENT

Harcourt, Brace and World, Inc. Stanford Achievement Test Series. Level Grades 1-12.

The Psychological Corporation. Wide Range Achievement Test - WRAT. Level Preschool to College.

Harcourt, Brace and World, Inc. Adult Basic Learning Examination (ABLE). Level 1-8.

California Test Bureau. California Achievement Tests. Level Grades 1-12.

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